

## Comparison of key elements of school grading and proposed accountability system

Current Statute		Proposed Change
<b>1. Indicators included in accountability system</b> <i>(lines 840-857)</i>	<p>Section 53A-1-1105 provides that a school's grade shall be based on:</p> <ul style="list-style-type: none"> <li>(1) the proficiency of a school's students in language arts, mathematics, and science as measured by statewide assessments;</li> <li>(2) learning gains of a school's students on statewide assessments of language arts, mathematics, and science achievement; and</li> <li>(3) for a high school: <ul style="list-style-type: none"> <li>(a) the graduation rate; and</li> <li>(b) student performance on a college admissions test administered pursuant to Section 53A-1-611.</li> </ul> </li> </ul>	<p>(1) The board shall ensure that the school accountability system established under this part includes at least an indicator of each of the following:</p> <ul style="list-style-type: none"> <li>(a) academic achievement as measured by performance on a statewide assessment of language arts, mathematics, and science;</li> <li>(b) academic growth as measured by progress on a statewide assessment of language arts, mathematics, and science;</li> <li>(c) college and career readiness of students as measured by at least the following, as applicable to a grade level: <ul style="list-style-type: none"> <li>(i) performance on a college readiness assessment described in Section 53A-1-611;</li> <li>(ii) high school graduation; and</li> <li>(iii) performance in advanced courses and secondary core courses, as determined by the board; and</li> <li>(iv) grade 1 through 3 literacy; and</li> </ul> </li> <li>(d) equitable educational opportunity as measured by: <ul style="list-style-type: none"> <li>(i) student access to resources and conditions that influence student learning outcomes;</li> <li>(ii) student, parent, or community engagement in schooling; or</li> <li>(iii) the success of students who are at risk of academic failure.</li> </ul> </li> </ul>
<b>2. Methodology for determining a school's rating: metrics and weightings</b> <i>(lines 880-887)</i>	<p>Sections 53A-1-1106 through 1109 specify the formula for calculating points earned for students demonstrating:</p> <ul style="list-style-type: none"> <li>• college and career readiness (equal weighting to high school graduation and performance on all 4 ACT benchmarks); and</li> <li>• proficiency and growth in language arts, mathematics, and science (each subject weighted equally and below proficient student growth weighted more heavily).</li> </ul>	<p>(1) The board shall use an evidence-based methodology for determining a school's ratings described in Section 53A-1-1605 by establishing the:</p> <ul style="list-style-type: none"> <li>(a) metrics that are used to assess performance on an indicator described in Section 53A-1-1605; and</li> <li>(b) relative weight assigned to: <ul style="list-style-type: none"> <li>(i) an indicator described in Section 53A-1-1605; and</li> <li>(ii) within an indicator that has more than one metric described in Subsection (1)(a), a metric.</li> </ul> </li> </ul>
<b>3. Formula for calculating growth</b> <i>(lines 888-892)</i>	<p>Section 53A-1-1107.5:</p> <ul style="list-style-type: none"> <li>• requires the Board to establish a formula for a growth target for a student for each assessment based on certain elements; and</li> <li>• provides that a student demonstrates sufficient growth if the student's scale score is equal to or exceeds the student's growth target.</li> </ul>	<p>(2) In establishing a metric to assess performance on the academic growth indicator described in Subsection 53A-1-1605(1)(b), the board shall establish a formula for a growth target for a student's performance on a statewide assessment that enables an individual to know, at the beginning of a school year, the growth a student would need to achieve to reach the student's growth target by the end of the school year.</p>

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<b>4. Rating schools</b> <i>(lines 868-876)</i>	Section 53A-1-1110: <ul style="list-style-type: none"> <li>requires the Board to classify schools using a letter grade based on the percentage of points earned under school grading;</li> <li>establishes the grading scale; and</li> <li>requires that the scale be adjusted by 5% when 65% of schools receive an A or B.</li> </ul>	(4)(a) Using the accountability system established under this part, except as provided in Subsection (4)(b) the board shall annually assign: <ul style="list-style-type: none"> <li>(i) an overall rating to a school using an A through F letter grading scale; and</li> <li>(ii) a rating for each of the indicators described in Subsections (1) and (2) using an A through F letter grading scale.</li> </ul> (b) For a school for which an academic growth indicator has been excluded in accordance with Subsection (3), the board is not required to assign: <ul style="list-style-type: none"> <li>(i) an overall rating described in Subsection (4)(a)(i); or</li> <li>(ii) a rating for an academic growth indicator described in Subsection (4)(a)(ii).</li> </ul>
<b>5. Schools included in accountability system</b> <i>(lines 895-902)</i>	Section 53A-1-1104 exempts certain schools from school grading, including an alternative school, a special needs school, a school in the school's first year or two of operations, or if the number of tested students in a school is too small. The statute requires the Board to establish an alternative grading system for such schools.	(1) The Board shall include all public schools in the State in the accountability system established under this part. (2) The Board may use different metrics and weights, described in Section 53A-1-1606, to appropriately assess the educational impact of: <ul style="list-style-type: none"> <li>(a) a schools that serves a special student population;</li> <li>(b) a newly opened school; or</li> <li>(c) a small school in which the total number of students tested is fewer than the minimum number of students necessary for statistical reporting purposes.</li> </ul>
<b>6. Participation rate</b> <i>(lines 912-914)</i>	<ul style="list-style-type: none"> <li>Section 53A-1-1110 requires the Board to lower a school's grade by one letter grade if student participation on statewide assessments is less than 95% or the participation of non-proficient students as determined by prior year statewide assessment scores is less than 95%.</li> <li>Section 53A-15-1403 requires the Board to make rules to prevent negative impact through school grading due to opt-out.</li> </ul>	(1) The Board shall annually publish on the board's website a report card for each school that includes: <ul style="list-style-type: none"> <li>(a) the percentage of students who participated in statewide assessments; and</li> <li>(b) the percentage of non-proficient students, as determined by prior year statewide assessment scores, who participated in statewide assessments.</li> </ul>

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<b>7. Reporting</b> (lines 905-925)	<p>Section 53A-1-1112 requires the Board to:</p> <ul style="list-style-type: none"> <li>• annually develop a school report card;</li> <li>• annually develop a personal student achievement report for each public school student that is delivered to a parent (unclear who is required to deliver the report);</li> <li>• requires reporting by September 1; and</li> <li>• requires local education agencies to post the report card on their websites (requires district schools to post it alongside their school improvement plan).</li> </ul>	<p>(1) The board shall annually publish on the board's website a report card for each school that includes:</p> <ul style="list-style-type: none"> <li>(a) the school's overall rating described in Section 53A-1-1605 (4)(a)(i);</li> <li>(b) the school's ratings for each of the indicators described in Section 53A-1-1605 (4)(a)(ii); and</li> <li>(c) the methodology for determining a school's rating as described in Section 53A-1-1606; and</li> <li>(d) [participation rate information listed above].</li> </ul> <p>(2)(a) The board shall develop an individualized student achievement report that includes:</p> <ul style="list-style-type: none"> <li>(i) information on a student's level of proficiency as measured by a statewide assessment; and</li> <li>(ii) a comparison of a student's expected learning growth and actual learning growth as measured by a statewide assessment.</li> </ul> <p>(b) The board shall make the individualized student achievement report described in Subsection (2)(a) available for a school district or charter school to access electronically, in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g.</p> <p>(c) A school district or charter school shall distribute an individualized student achievement report to the parent or guardian of each student electronically or by mail.</p>